The WILSON BULLETIN

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(*Continued from page 506*)

A good piece of publicity, received from the Louisville Free Public Library is a 6x8½ sheet of blue paper, carrying on one side an open letter to the Mayor and General Council of the City of Louisville, explaining, by figures and statistics, the necessity for the increase of $12,076.15 in the library's budget approved by the Library Board of Trustees. On the reserve side appeared a table of Municipal Library Expenditures and circulation per capita, showing graphically how Louisville compares with other large cities of the United States, in these matters. The figures were taken from the tabulated statement made by Dr. Bowerman in the Annual Report of the D. C. Public Library for 1925 (p.17).

Thirty-six hundred square feet of floor space at the Sesquicentennial Exhibition at Philadelphia has been assigned, free, to the American Library Association for the Fiftieth Anniversary Exhibit. This space will be in the proposed Palace of Education and Social Economy. The Director of Education and Social Economy for the Sesquicentennial says that the granting to the A.L.A. of this space, which has a rental value of $18,000 represents a greater concession than has been granted to any other organization.

The service of university libraries to business men and their business libraries was discussed by Dr. William W. Bishop of the University of Michigan Library at a round table meeting of business librarians held Friday afternoon January 1, at the Drake Hotel, Chicago, in connection with the Midwinter Library Conference of the American Library Association.

"Ever since the Library of the University of Michigan attained any considerable size," said Dr. Bishop, "and particularly since it became fairly strong in files of scientific and technical journals and of the proceedings of learned societies, there has been a steady, though at first slight, service to the industries of the state and surrounding regions. That service was originally chiefly by way of consultation on the part of the visiting research man sent out (rather often in desperation) by a firm in an effort to secure much needed information. For example one of the large manufacturing chemists in Detroit made a habit for years of sending out a trained research man about once a month. Much of the earlier—as of the present service—was by correspondence. No small share of this correspondence was (and is) the direct inquiry as to the ownership of certain material."

Dr. Bishop's paper shows (1) that university libraries (his own and others) are giving valuable service to industry—that the university library is serving more than academic interests in its use of public money, (2) that university libraries have helped business men to create their own business libraries, and (3) that university libraries are backing and helping these small business libraries, when organized.

Two days before Christmas the Wilson Company received over the telephone a request for information from a gentleman who said he had been directed to us by a friend. He wanted to send a Christmas card to an acquaintance who was superintendent of schools in a distant town but had forgotten his initials. A glance at our files revealed the name of the school and also that of the Superintendent and we were able to give him the desired information at once, much to his relief and gratification.

The H. W. Wilson Company will have an exhibit of its publications at the annual meeting of the N. E. A. Department of Superintendence to be held at Washington, D. C. February 21-25. Readers of the Bulletin attending the meeting are cordially invited to visit us in Booth 101.

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THE LENDING DEPARTMENT

THE LIBRARY ASSISTANT IN THE LOAN DEPARTMENT[1]

In the first place I should like to change the *title* here given from "loan-desk assistant" to "loan-desk attendant," thus putting that most important person on a level with those of higher rank, since it is she, after all, on whom the success, certainly the popularity, of the library in great measure depends. The time is long since past when it was considered meet, if it ever really was, to permit "anyone" to attend the desk, in other words the public, and to reserve for the more important work of the library—the cataloging and clerical work, and the reference work in its more limited sense of that term—those possessed of more learning and knowledge and ability. The loan-desk attendant, if she would be successful in that "in the eye of the public" position, must first of all be able to see and realize its great possibilities and responsibilities. . .

Maturity is a qualification I shall place first, since to answer to all the other requirements I am about to mention a woman must have had experience, and must consequently have passed the age of the high-school graduate, whose years have been too few to enable her to absorb the necessary knowledge, to assimilate it and give it forth again. This is but too frequently forgotten or not taken into account as of sufficient importance and yet we conder why affairs at the desk do not run as smoothly as we will they should. Let us blame ourselves, not the young girl, in this instance. She may be doing her best, even though her best is not good enough for our requirements. After all it is only knowledge and wisdom that make wise action, and though she may have native wisdom, she yet lacks the necessary knowledge. She may need nothing but time to fulfil the promise she shows. Give her time, and your help and encouragement while it is passing, and you will find your reward in a few years.

Good health is another of the main requisities for the desk attendant, since the lack of it brings in its train discouragement, inability to keep up and consequent inability to serve the public without apparent effort, something which the public is sure to resent—and I may say is entitled to resent in a measure. We do not any of us like to go into a store and feel we are adding to the cares and the work of one who seems already bending under the heavy strain. Our very sympathy makes us irritable and cross and sometimes disagreeable, mainly because we can't help it—or her. Good health brings with it the ability and the strength for hard and prolonged work, without which the willingness to do is of practically little value. Thus the value of an otherwise excellent desk attendant is materially lessened if owing to lack of health and strength she cannot be depended upon at all times and at any time, and the higher and more responsible the position she fills the greater is the loss from ill-health and the lack of endurance.

[1] Reprinted by permission, from "The Successful Loan Assistant," address by Theresa M. Hitchler, Superintendent, Cataloging Department, Brooklyn Public Library, given before the 17th annual meeting of the N.J. Library Association, October 30, 1907, and published in the *Library Journal* for December, 1907. p. 554-9.

Intuition becomes an almost invaluable asset when possessed by any individual, and particularly by the desk attendant. It presupposes so much. It means that the owner of it has the real gift, that of much knowledge of men, of human nature, which no other knowledge equals in importance. The value of possessing keen intuition, combined with delicacy and tact—to know what to say and do and when, and what to leave unsaid and undone—cannot be overestimated. It is almost a synonym for tact (though intuition is pronouncedly broader and more far reaching in its results), that gift accorded to so few, that illusive, almost undefinable something, so almost impossible to cultivate when not God-given, though capable of development if the germ be present. It is not learning that is needed here, learning in the narrow sense of the term which usually means much painfully acquired book knowledge. On the contrary, the learned desk attendant is handicapped from the start. Little information but much knowledge is what is wanted. Information is full of traps, as I have read somewhere recently, but knowledge avoids them; it reads men. Learned and scholarly men and women are also apt to be obscure, to live in a little corner of their own, in a little world by themselves, but the man or woman with intuition, with knowledge of man and human nature, is out in the great world, breasting the tide of humanity and accomplishing momentous results on the way.

The desk-attendant more than any other worker in the library field, more so even than the so-called reference assistant (for is not the desk attendant doing reference work on the largest, broadest scale?) must be a "snapper-up of unconsidered trifles" if she would best serve her public. She must know a little of everything and everything of some one thing, if she would increase or even maintain her efficiency. But above all things she must be a standing invitation to the library's hospitality. She must realize that no amount of knowledge will make for an indifferent spirit and no amount of training for the least discourtesy of manner, however trying the circumstances. Her principal object must be to first win, then accomodate and lastly keep her patrons, alike the timid and the self-assured, the haughty and the meek, the ignorant and the learned, the poor and the rich, mechanics and laborers and those of assured social position.

Tactfulness may step in where all other measures seem to fail, though it should not be confounded with policy, which to my mind is something on a lower plane. Tactfulness, the product or result of intuition, is not a form of insincerity, as is policy, rather may it be considered the highest outward expression of self-control in an individual.

Before I name another specific qualification which should be required of the desk attendant, let me say that it were well for her if she possess negative qualities in abundance. By this I do not want to be understood to mean a mediocre or indifferent personality, rather a personality so broad and so strong that it is capable of keeping its strength of will and of purpose in proper abeyance. But too often does the comfort or safety of her position and value to the institution she serves lie in the possession of these negative qualities. If she possess that great requisite, intuition, she will also possess the latter, or what amounts to the same thing, will know how to keep her more positive qualities in proper subjection.

I shall now pass on to the group of qualifications which are so closely related that one rarely exists without the others—courtesy, dignity and a pleasant manner, the cheerfulness and the enthusiasm expected of the desk attendant and exacted from her by the librarian. To be without these tends to greatly diminish her usefulness at the desk, her popularity with the public, for popular she must be with every one, though in varying degrees, according to the difference in the natures with which she comes in contact. These are qualifications that may be cultivated by anyone of average intelligence, and proper and willing spirit. Those who cannot or do not succeed may be considered beyond the pale.

There is a happy mean, however, here as in everything else, to be attained in the exercise of these qualities. The existence of courtesy is based on the intuition of the moment, and that courtesy and dignity which is so stiff that it will not unbend or so indifferent that it seems to slight, is as detrimental to the effective presentation of personality as the cheerfulness that is gushing, over-effusive and therefore obtrusive and embarrassing to others. An even, easy and tranquil (though not placid) manner, which cannot be ruffled, impartially practised toward all, whether they be friends or strangers, with perhaps a little *empressement* where it seems

to be expected, and a slight subduing of outward expression, a more reserved manner, when that seems to gain better acceptance, is perhaps the most satisfactory. But here again intuition and tact will man the wheel and steer the attendant safely into harbor. Courtesy is an ennobling trait rarely to be found in small natures, and a courteous manner, a manner of absolute and unfailing good temper and self-control, it should be remembered, is alike a weapon and a protection, a shield which cannot be pierced to the undoing of its possessor, and which like a mirror reflects a like courtesy in others, even though they seem at first disinclined to accord it.

Shall we say next, *need* we say, that unlimited patience must cloth the desk attendant as with a garment of velvet and steel? Patience, which is not subservience, that will give when need be, yet which will be able to bear the greatest strain without showing a flaw or break upon its surface? It is Thomas A. Edison who tells us, I believe, that "Patience and hard work will overcome any obstacle," and certainly patience combined with the qualities I have already mentioned will move mountains. I do not suppose Edison had in mind, any more than have I, the martyr-like exhibition of patience which draws a long suspiration, exhales a longer sigh and says in every way but words, "Well, what is it you wish?" and perhaps does not stop at words.

A sense of humor in woman, it is often said, is mainly conspicuous by its absence. But I hold that that view is erroneous, though it applies to many, of course. Humor is one of those rare gifts, like intuition or tact, which is rarely a hot-house plant. It must grow and develop naturally or not at all. A sense of humor which is kindly, a wit which is not caustic, will make many things seem trifling which might otherwise cloud the day's outlook and paralyze the energies. Test your sense of humor sometimes and see if you can laugh at yourself as well as at others. Therein lies the proof of a true sense of humor. Too frequently, however, the ability to say smart things, to ridicule or deride some timid member of the public (alas, sometimes even in his presence) is likened to the possession of a sense of humor. Let us disabuse our minds of that idea at once. It is nothing more than ill breeding, a lack of tact and delicacy and a decided want of consideration for the feelings of others. Derision is usually the refuge of the ignorant. We were better without such humor. The desk attendant is obliged to meet all kinds and classes of people, to gain the respect and confidence of all, to respect reticence when she meets it, to meet effusiveness and expansiveness halfway, and in all things to put herself in harmonious relations to persons and situations, in short, "to put herself in his place," the place of the man outside the rail. If she observes this rule and adds but the golden rule "Do unto others as ye would that others should do unto you," she will not go far astray, she combines all the main requisites—so let us hold on to her.

The library schools can give technical training in methods, and experience, and can aid greatly by cultivating many of the qualifications I have mentioned, which lie latent in so many of our neophytes, yet they cannot do all. Common sense or "gumption," which is really common sense applied in emergencies, is at the bottom of much of the success of those at the top. Gumption, someone defines it, is independence united with proper subordination and good judgment. Common sense and gumption, with intuition and tact, will prevent (oh, would it did oftener!) the patronizing attitude too frequently adopted toward our public, the instructive attitude of endeavoring to lift them up, to lead them to higher things and a higher plane. If the desk attendant but stopped to consider how much more so many of the people outside the rail knew than did she, if she but cast back her mind to the time (so short a time ago, after all) when she herself did not "know it all," or think she did, if she but saw herself as others see her, and put herself in the other man's place now and then, how often would she be deterred from officious, patronizing assistance. There is this one comfort which we may hug to ourselves. It is usually the too youthful desk attendant, the one fresh from school or apprentice class, full of a little dangerous knowledge, who is so cocksure of herself and so imbued with the active "missionary" microbe, that with the best intentions in the world she may do harm.

A knowledge of books and a liking for reading, a catholic taste, with the desire and the ability to reflect to some extent on what she reads will prove a support and consolation to the desk attendant in times of discouragement and weariness. Her efficiency will gradually be increased and the treasures

of her own mind will be a solace and a refuge for her in times of need; no longer will she be obliged to depend on outside things and happenings alone for distraction or contentment. For the spirit of contentment and peace comes from within, not from without.

A sense of responsibility in the desk attendant, which develops the latent executive ability, if it exists in ever so slight a degree, is one of the most broadening of all influences, and one of the surest indications of the maturity of an individual. When aroused it usually results in promoting in the one possessing it a greater degree of care in her own every action. It arouses ambition which may be boundless, but which should never be ruthless, and tends to make for the increased efficiency of the institution if properly directed, rather that for self aggrandizement and self advancement.

This brings me almost to the end of my list, and though I have kept certain items for the last, I do not consider them of least importance.

A neat, clean and pleasing personal appearance is, of course, essential to any attendant who serves the public, and though not so necessary from a purely practical point of view in the cataloger or other hidden delver, yet would be of material advantage even to her. A business sense of punctuality and accuracy, and a realization of the importance of so-called small things will do much to make the desk attendant not only popular with her public but popular with and useful to her librarian.

Nothing should be considered too trifling to be given care and thought. A small inaccuracy here leads not only to serious consequence there, is apt not only to lessen the confidence of the librarian in his assistant, but lead the assistant herself into careless and slovenly habits. There are no small things. To quote from a friend of mine—"

"While a cent will buy the news of the world; while a minute will catch an important train; while a finger mark will discover a criminal; while a two-cent postage stamp will take a letter five thousand miles; there are *no* small things.

"While a battle may be lost for a moment's delay; while a man may starve for a morsel of food, or famish for a glass of water; there are no *small* things.

"While a smile may brighten a whole lifetime; while a single kind word may avert despair; *there are no small things.*

"It takes only a small percentage of imports to pay the federal expense. It takes only a fraction of one percent to educate the world. It takes only a little time and effort to improve the mind. So how *can* there be any small things?"—particularly in the work of the once perhaps underrated but now no longer unimportant desk-attendant.

THE LIBRARIAN'S OWN READING[1]

"In omnibus requiem quaesivi," said Thomas a Kempis, *"Sed non inveni nisi in angulis et libellis."* "I have sought repose everywhere but nowhere have I found it save in quiet corners and in little books."

One might casually think that a life of seventy years in a monastery, such as that in which Thomas lived, would have offered a plentitude of repose without a private retreat. But all things are relative. The daily routine of the cloister service, the regular copying of manuscripts in the monastery scriptorium, the instruction of novices, the frequent sermons and the writing of numerous books were to him what the worse crowded and more complicated daily schedules of our own days are to us.

To the "hard headed business man" who figures so prominently in political campaigns and at booster banquets, but who really is rarely met in actual experience, the life of a librarian must often appear a life of consummate ease for which the tax payer extravagantly pays. In our attempts to prove such ideas wrong we are often prone to crowd our working and our leisure hours with all kinds of projects, pertinent and impertinent, and to forget sometimes that our duty as public servants does not keep us from personal obligation to live our own lives in a way that may promote the good of our own souls.

Motion is not necessarily progress. The engine of any automobile may move as rapidly and be as noisy when the car is at rest as when it is in the stream of traffic. A librarian

[1] "In a Quiet Corner With a Little Book," by Frank K. Walter, Librarian, University of Minnesota, address to graduates of the Wisconsin Library School, 1925. Reprinted, by permission from the *Wisconsin Library Bulletin,* October, 1925.

may be so engrossed with the mechanism of her work that she may forget to see whether the work itself is progressing.

No apology for professional organization of libraries need be made. Systematic effort is necessary for the successful performance of any social function. The church ritual, the routine of college and university credits and curricula, the involved records of a bank, the catalog code and loan desk rules of a library and even the irresistible lure of a fashion quarterly alike have their rise in the eternal need of men and women for standards by which to guide their daily lives. The two outstanding characteristics of the modern library as compared with the libraries of earlier days are not the more costly buildings or the larger number of books these contain. They are the ideal of service to the whole community instead of to a favored few and the greater perfection of the technical processes through which this service is made possible. When service is attempted without adequate organization, the attempt fails. When the machinery of the organization is given precedence over the needs of the people, the work of the library becomes mechanical and fails to attract the people in whose interests it is established and maintained.

The young librarian must steer a middle course between the attitude of the library patron to whom the library stands as an opportunity for personal profit and that of the case-hardened library veteran to whom satisfactory statistics are a goal rather than a means and to whom books are a commodity on which to base statistics. In other words, the librarian who is chiefly concerned with private reading is of little worth to her community. The librarian who is little concerned with private reading is of not much value to herself.

Eminent biologists and students of sociology assert that man has gained little if any in mental ability within historic times. His greater achievements, so this school of scientists says, comes from his greater social organization. He does more because he uses his own powers in closer relation with the past achievements and present powers of other men. In these days it is literally true that no man liveth unto himself.

The other side we are more likely to forget. Social machinery enables us to move faster and farther, but it does not and can not keep us from being individuals. Paradoxically, the better genuine individual needs are supplied, the greater the power of society becomes. It is not selfish, but unselfish for each of us to seek for himself the greatest happiness and the greatest amount of power his ability and his opportunities permit as far as consistent with the rights of others. In seeking the kingdom of God, and his righteousness for ourselves, we may also hasten the coming of the Kingdom of Heaven to all men.

The conditions of modern life will seldom permit us to forget that we are parts of society. There are many tendencies which may make us neglect our self-development. There is a constant temptation to take our opinions second hand instead of using other's ideas to help us to independent decisions of our own.

There is much of this danger inherent in the work of the modern library. The patrons are so numerous, even in rather small places, that knowledge of their personal inclinations and needs is impossible. The number of books is so large that intimate knowledge of them is equally impossible. We select them as the merchant selects his goods: by sample, by catalog or through the statements in book reviews, and book lists. One can imagine how gleefully the physicians and undertakers would chuckle if grocers tried to sample personally all the edibles they carry in stock. As severe a case of mental indigestion would be the fate of any librarian who tried to get personal knowledge of all her stock.

This necessity of confining our knowledge of most books to second-hand opinions about them, to a slight knowledge of their authors and of the firms which publish them or of the number of times they circulate often makes us forget the necessity of knowing intimately some books as well as knowing many of them by reputation.

The loneliest man is not the hermit, but the man who has a nodding acquaintance with many people, who lives surrounded by crowds, but who has no small circle of real friends whom he knows and by whom he is really known. The librarian who handles books as a part of her daily work without growing to love them is to be pitied. She may increase circulation statistics. She may be deeply interested in seeing others interested in her wares. If she does not also know personally what books may mean in one's life she is not a complete success. It is not the machinery, but the intangible spirit of any institution which is the real measure of its worth. In

the sale of any business the "good will," which is only another name for this spirit, is likely to be the biggest asset. There are two good will items in the assets of any library which can be furnished only by its staff: one is an interest in and a knowledge of people and the other is a knowledge and love of books. Without the latter, the former is ineffective. The library is not primarily an employment bureau, a lecture bureau, a center for the dissemination of social propaganda, an industrial welfare department or a school. It is all of these in part. It is only so as these other activities are related to the primary function of the library. This function is to provide books and other printed material suitable to the varied needs of the community.

What is the reason that so much in the library field is still undeveloped and that those just beginning library service still have so many laurels to gain? Perhaps, no one can briefly and satisfactorily answer this. One may perhaps hazard the opinion that one cause is because so many librarians have clearly recognized only part of their duty. They are saturated with the idea of public service and they are firmly convinced that promoting good reading is a means of real service. Too few of them have gone the rest of the way to reach the logical conclusion that librarians as well as others need private reading and personal books.

The person who does not read can hardly expect to kindle very often or very effectually in others an interest in which she does not share. It is intellectual contagion, not intellectual infection which makes readers of others. In self defence the librarian must read if she wishes to succeed.

Reading for the sake of others is laudable, but it is neither necessary nor desirable to read always with an eye to others' benefit. Reading, like food, must most often be suited to one's own personality. It is patriotic to abstain from wheat bread that our allies in war may not be forced to eat corn which they can not enjoy. It is idiotic to make one's indigestion chronic by continuing after the war is over to eat corn or mixed flour which one can neither enjoy nor digest.

For three reasons, among others, I would enjoin you to seek the seclusion of some quiet corner with a little book of your own. In the first place, you must needs keep yourself informed about what the world is doing as well as about what it has done. You may gain your knowledge by engaging directly in the activity about which you wish to learn, but life is too short and the work of the world too varied to make this a very promising method. You may converse with others about what they are doing or learn from them what others are doing. Unfortunately, the average man does not always converse well along such lines. To one not interested deeply in golf, the peculiarities of automobiles, the rules of bridge, or under certain conditions, in the lightning changes of fashion, the conversational method does not always bring rich rewards of valuable information. One often must get out of the current to see the progress of the stream and to notice that it is the stream, and not the banks, which moves. It is most often in books, in magazines and newspapers that one can get the best perspective of social progress in the limited periods of his leisure. Information is the real water of life to the mind. Therefore, read in your quiet corner from your little book that you may know more about the life around you.

In the second place, read for your own self-culture. Just what culture is no one seems quite to know. The dictionary makers give long lists of approximate definitions, none of which quite satisfy. From these definitions we may select the phrase, "refinement in manners or taste" as being vague enough to be inclusive and simple enough to be understood. Culture is more than information. It is more than natural ability. It is easily recognized, but seldom consciously acquired. It comes best as a by-product. It shows in one's social attitude and it is the basis of all genuine democracy. It makes one tolerant toward others' viewpoints and opinions. It gives the open mind which keeps the conservative from becoming a bigot and the radical from lapsing into fanaticism. It is acquired through contact, direct or indirect, with others who are high-minded, clean-souled and considerate and discriminating in taste. Few of us have opportunity to know personally and intimately very many of deep and genuine culture. All of us have the opportunity of knowing indirectly great numbers of the cultured of every period and of every country through the books they have written or which have been written about them.

In the third place, retire to your quiet corner with your little book for the pure pleasure

of reading. If you do not like to read you have no real place in the professional work of a library. If you like people better than books, try, not to like people less, but to like books more. In your reading for pleasure do not be unduly awed by book lists or by critics' opinions. They have their place. Only the ignorant despise counsel, but no man is very mature who does not weigh advice and then make his own decision.

One of the greatest pleasures of reading lies in the power to discriminate for one's self. This usually requires a considerable period of training, of conscious selection of that which is recognized as the best. In due time selection of the good should become as unconscious as the correct fingering of his instrument is to the musician skilled through long periods of conscious and even mechanical practice. Many years ago Ruskin asserted that taste is the only test of morality and that a man is really good only when he practices right action often enough for him to form the habit of choosing the good without conscious effort. Much the same is true of reading. It is possible, as our love of book-lists and the supervision we give the purchases of books for our library indicate, to cultivate a love for the good. No one should be satisfied until he has learned to like what the experience of the world has found good in books. "A man ought to read just as inclination leads him," said Dr. Samuel Johnson, "for what he reads as a task will do him little good." It follows that the better trained his inclination, the more profit as well as pleasure he will get. At the same time, it must be recognized that taste in reading like taste in everything else is largely individual and that there is no certain standard. Not everyone can enjoy or truly appreciate all the classics, nor are there many which are equally esteemed at all times. Dryden was sure he could improve Chaucer. Pope revamped the Iliad. Bjornsen and Ibsen were sincerely skeptical about each other's ability. An ambitious hack-writer has recently written a little blue book on "Dante and other waning classics." Few living men or women have read the "Faery Queen" from start to finish. Mencken and Sherman quarrel, to their mutual financial benefit, as to whether Victorian standards of tastes and morals are true or false. Long before either of them, George Bernard Shaw learned the value of consistent surface dissent.

The average man and even the average librarian will often, like Thomas, find more repose in a good second-rate writer more nearly of his own mental calibre than in the works of the great, who are great because, though universal in appeal, they tower high above the generality of mankind. In such cases, be honest and rest and refresh yourselves with the best you can enjoy at the time. Temper your reading as the wise do their food, to their age, their incomes, their needs and their palates. It is better to be one of a circle of clean-minded friends most of whom are just enough superior to stimulate one than to be an insincere social climber or to make a pretense at culture one neither possesses, nor enjoys nor has the power to acquire.

In the original, Thomas refers to his books as "libelli," that is "little books" or "pamphlets" or books of minor value. This affectionate diminutive, undoubtedly refers to the little books of devotion, or the smaller and more intimate sermons or dissertations in the monastery library as compared with the bulky tomes of the fathers and their commentators which were the arsenals of the medieval theologians. As far as there were popular books available, these were popular books in which he found repose.

In this quiet corner, you will, I trust, have little books of your own. The real book-lover is usually the book-owner. From the days of Richard de Bury, Bishop of Durham and Chaucer's clerk of Oxenford, whose "Twenty bokes clad in blak or reed" Mr. Pearson has borrowed as a title to his collection of pleasantly casual essays, to the present when even hall-bedrooms and "two rooms and kitchenette" have not stopped book-buying, people who read rightly will own the books they like best. The borrowed book is like the casual acquaintance or the business associate: pleasant to meet, profitable to cultivate and necessary in emergencies, but not sure to be around when most needed or when most likely to be really enjoyed.

One's private library need not be large. Even a small bookcase will hold enough books to be a lasting delight if the choice is confined to books which bear re-reading. They must be personal books which bear their message to the owner and which can be picked up when wanted and laid aside when their mission of the moment is accomplished. In com-

parison with most of the luxuries and many of the necessities their cost is small, even in these days of high book prices. Empty bookshelves in a librarian's home are an anomaly and should be a rarity as well.

May you all join the company of readers for peace and repose and the good of your own soul as you have this night joined the company of those who have dedicated themselves to the service of others through books. As you find repose in your own quiet corner, with the little book, whatever it may be, that brings its own message to you, may the information, the culture and the pleasure you gain be aids to great professional success and the happiness which comes through passing on to others the good things you have gained for yourselves.

BRINGING THE BOOKS AND THE READERS TOGETHER[1]

In the mind of nearly every one of us, there is probably still, if we look for it, the childhood impression created by some loan desk in some dismantled library presided over by some librarian long since promoted to other spheres. Can you remember, as I do, standing on tip-toe to push a book up thru a hole in a wire grating, and asking with no small trepidation for another in exchange? And did you when you wanted the sequel to "Eight Cousins," which was lost from your set of Alcott, draw down "Michael and Theodora" or "Sanford and Merton?" And did you from sheer fear take these unknown and unwanted volumes home and read them because it never occurred to you not to read what the library lady handed you? Or did you ever look quietly in thru the big doors, down the long room with its strip of coca-matting and its busts of dead heroes and its general dusty gloominess, to see the attendant who had done the awful deed last week, apparently still sitting in the same spot —and then did you steal out as I did and wait till the dear fat chubby library lady was there? She it was who took you by the hand, let you in thru the locked gate, and hunted out two or three books for you to choose from, instead of handing you the top one from the pile on the desk. There have been many of both sorts of librarians in most children's lives, and the contrast between what was done for the library beginner in those days and what is being done in these never fails to give me a delightful sense of progress, when I look into a crowded children's room with its general air of cheerfulness and remember how unwanted certain old readers and attendants used to make me feel. Many a set of well tried library ideals doing good work in this country today was started unconciously in some such dreary surroundings by people utterly unsuspecting of the impression they were making.

That type of loan desk has passed with that school of library employee, and we have a very different equipment today. It is not only the desk and spirit in the library that have changed. The public has changed almost as much. But the loan desk itself—let us look at it in passing, not to measure its capacity for files and registers and telephones, but to see what it really is. It may seem just a strip of mahogany holding a vase of flowers, a rack of books, a file of cards. Is it that same old wire-topped affair in spite of its improved appearance? Is it a barrier attractively disguised, between two groups of people, kind, willing and blundering people, who fail to understand each other? Or is it a simple piece of convenient furniture—a center where one may come for help, feeling sure that at least an understanding effort will be made to serve.

The loan desk is really the hub of the lirary. To many people it is all of the library. If they find there the service and the books that they want, the library is a good one, and all that goes on behind the scenes to secure the smooth procedure is as nothing to them. If we are judged largely by the work done at this desk it is important to make it just about the best work done in the library, which means that the assistant in charge cannot be one who lacks the necessary technical training for a cataloger, or the education and background supposed to be needed by reference assistants or the charm and patience required for children's librarians. Ability to stamp books and cards, to find the outsides of books, to be a sort of superpage, are not the only qualifications required by even the makeshift loan assistant.

[1] From "The Loan Desk from Both Sides" by Jennie M. Flexner, Head of the Circulation Department of the Louisville (Ky.) Public Library. Reprinted by permission from the *Library Journal* for May 1,1924. p. 409-12.

The essential qualities for this ideal person who is the connecting link between her books and her people, are indeed very like the essential qualities of a good angel. There is no known virtue that she does not need, but she needs as well certain human frailties and a good many merely human faults, else she cannot understand and cope with the humanity on the other side of the loan desk.

Everywhere today comes the cry for the specialist, but the best type of loan assistant cannot be a specialist—she has to be too many different things in answer to too many different demands made on her. I plead that the person who stands on our side of the loan desk be first and always a real lover of books, whose joy in books is her own great gift, a thing apart and separate from her use of them as a means of livelihood. We must never tire, we must never let our keen enthusiasm fail us, or we are drudges. The assistant who comes into contact with the public must read. Often in the absence of the leisure which is so necessary for the real enjoyment of books, she has to fall back on the reviews and other makeshifts. She has to learn to skim. Bnt these necessary sustitutes must not destroy the sheer delight of reading. We cannot under any conditions afford to read only what we must read to keep up. In our hurried, overcrowded life we must not allow ourselves to be cheated and defrauded of the joy in books. There is no worse affliction than to come to this work, loving books just after people and thru some misadventure to lose the appetite, the desire to know what is inside the volumes we handle.

Next to her love of books, and perhaps above it, must the loan assistant have a sympathetic appreciation and understanding of men and women—an impersonal constructive curiosity and a real enthusiasm for all sorts of people. Loan work is hard work. Unless it is hard work it is very apt to be poor work, but it is satisfying work, bringing great stimulus, quick returns and often compensation out of all proportion for the service given. The hours are irregular and hard, but nothing in the whole field of the profession gives a greater sense of work well done than the matching of books and people. There is real pleasure in that accomplishment on both sides of the loan desk, and it is the sort of pleasure that is sometimes found in unexpected places. The university professor is no more grateful than the little old lady who takes her romance between covers, and who, patting you on the arm, says "You certainly can find good love stories—I want another just like Patricia Brent," and goes off twinkling and grateful.

There is a type of service possible on the part of the loan assistant which can bring her into touch with the big, elemental things in the world, which can make her a necessary, vital part of the life of her community, which can take the place of all the other gifts she foregoes when she chooses to be a librarian instead of anything else in the world. She can, by giving herself with enthusiasm, without stint to her public, fill her whole life, not her working hours, full of the satisfaction that comes of her being needed, and she can do it all with the simplest tools. If she loves people and tries to understand their queernesses and their differences, and if she loves books and tries to know them, and, then, if she is willing and ingenious, the trick is done. For she can combine her people and her books, and she is presently a very useful person on both sides of the loan desk. From the point of view of library administration in our library we have found that self-determination is a good method of procedure. As far as possible, I believe that in loan work as in all work, a good assistant is a better assistant if she is allowed to do that part of the work which she wants to do. She usually wants to do it because she can do it well, and surely the library profits in two ways by allowing her to follow her bent. It has always seemed fair in the division of the work of a department, to give each member of the staff some certain thing to do which is her own responsibility, where her ingenuity can improve the procedure, where she can enlarge the scope of her usefulness, and above all, where she is responsible first to herself and next to her chief for her mistakes. Aside from this work which is her own, the routine of the department should rotate. This varies the monotony of the day's necessary duties, brings out fresh ideas and unsuspected abilities, and from the library's point of view it is essential that every member of the department should be able to take up the work no matter what happens.

The circulation assistant who knows how her tools are made because she has helped to make them will use them with more success than could otherwise be expected. The loan assistant knows that the catalog may be a tool,

an aid created with the vision of the public in mind of its maker, or it may be a fetish whose creation is its own excuse for being. After all it is the public for whom catalogs are built as well as libraries, and that vision must penetrate clear thru into the heart of every department of the service, if the loan department is to be supplied with really adequate tools and support. . . .

The library living up to its ideals nowadays is probably the only place in the world where distinctions cannot be made between classes and masses because on an intellectual basis it is sometimes impossible to say what is class and what is mass. For the public we serve is alive and vivid. In the library it is usually very free from self-consciousness. We see the disguised parts of people's minds rather naked sometimes. They come to us for the things they want to read, not always for the things they mean to talk about, but for the books that will satisfy their own cravings, their lacks. They come to us—grown-up intermediates, who have never passed their 16-year mental development; men and women whose days are filled with drudgery, starved and cheated of experience in their own lives; people who have no training in relaxation, who do not know how to use that part of their brain which is not concerned in their work; people who have missed romance, who have not been able to reach out of the real adventure in life; those who are afraid of change, and those whose deadly fear is the monotony of life—and we give them what we can. They do not all live in hall rooms by any means, nor are they all shabby, and it adds to the interest of the game to find how little these human traits are confined by artificial social barriers. Then there is that other type—educated, capable and sometimes much more difficult to serve—people who want the literature of their professions and who delightfully let us help a bit with the literature of their avocations. We profit by charming bits of book talk, keen observations on men and events, scraps of information which can always be used. This public wants two distinct things at our hands, if we are clever enough to show them that we can be used for work as well as play. It includes the business man who comes for a detective story, to put him to sleep or to keep him awake, and who if he falls into the hands of a wideawake assistant, goes off with a book on his business and his hobby or something else as well. A man stopped at the desk one night recently with his arm full of books. "I came here for a copy of 'Treasure Island' for my boy," he said, "Will you tell me what that girl did to me to make me think I wanted all these books?" He was asked to leave what he did not care for, but he could not be separated from any of them. That assistant, I happen to know, was not working for figures to show in the next day's report. She was making an experiment and succeeding. She was finding readers for her books as well as books for her readers, and she was making friends for herself and her library with each successful venture.

Standing at a turnstile or at a desk to stamp books need not be monotonous. The question "Have you found what you wanted?" to the borrower passing by can bring real results. It always seems to me a sort of reflection on ourselves when one shows surprise at being asked what it is so obviously our duty to ask. And the answers! There is sometimes a whole O. Henry story in the sentence or two. Sometimes a timid borrower is made bold enough by the hint of friendly interest to try to tell what he really wants. And the information acquired as to people's motives for coming to the library is really enlightening to those who think they come for books or information.

There are those who tell you frankly that they come to read because the room is warm and bright, or cool and shaded, according to season. Then there is the pseudo-highbrow who thinks she has convinced you that tho she is frivolously indulging herself with a simple nothing by Mary Roberts Rinehart it is as relaxation after Henry Adams and W. H. Hudson.

There is the General Public and there is "me and my friends." That public never can understand what right other people have to read the books she wants. "Well," says one, "I can't imagine who are all these people reading Sinclair Lewis and John Galsworthy, unless it is you library girls. My friend, Mrs. Jones, brought back a book by each of them yesterday and I certainly expected to find them." Sometimes the demands are pitifully vague, and sometimes they are startlingly frank. Self-control and a fairly impenetrable mask are needed, else how could one listen with a straight face to a request from a would be actress in a Greek pageant for an "intimate biography of Andromache."

They come in the course of years, all sorts of people and of every nationality, but it is the rare one who fails to respond to what seems to be a personal interest. And the loan assistant who makes it a real interest finds untold return for the smile and the question or passing remark. She is fresher and keener at the end of the day than if she merely found and stamped books, and she is younger at the end of the year. She has tapped unsuspected resources in her own mind. Her sympathy and human understanding have grown beyond even her own imagination. The library has become her library, and the public her public, and when that happens she is well on the road toward the real compensation which is to be found in work, and which can never be measured by salary scales. She knows something of that satisfaction which comes of being needed and used, of being able to do all that it is in one to do. Surely there are not many greater services than to bring the gift of books to men and women, and because of this there are many of us who never care to be anywhere except on our side of the loan desk.

Let us suppose that a patron living at a distance forgets to bring his books when he comes to town, or that a woman on a shopping trip sees the library and is reminded that she hasn't had a book for sometime and that her card is at home, or that someone who came in with a friend sees the book he wants for himself; are these people to be denied the pleasures of the library because their books or cards are not at hand? Since the purpose of the library is to get its books into the hands of the people, why not impress upon patrons that they are free to come to the library any time they want something to read —card or no card—and assure them of a welcome from the librarian who will satisfy their desire so far as lies in the library's facilities? One library solves this problem by charging such books to the name instead of the number of the borrower, using cards of patrons who have left town; such cards having a special mark to indicate the purpose for which they are kept. This privilege of borrowing a card gives more satisfaction than any concession the library makes and goes far toward convincing the people that the library is really trying to make good its title, the "free public library."

Construing this subject in a liberal way, considering the spirit rather than the letter of the title, it may not be amiss to touch briefly upon the liberality of the librarian's service. She should constantly strive to remember the tastes of her patrons so that when she receives a new book or runs across a magazine article on radium, flying machines, tambour lace, or any other subject meagerly covered by the library's material, she may know which patron is seeking that information and notify him. In a small town where there is no book store, it is a real treat to those who enjoy seeing and "tasting" new books to be invited into the work room, provided with a comfortable chair, and allowed to browse among the new books.—*From "Liberal Rules for Borrowers" by Mrs. Kate W. Barney, in Bulletin of the Vermont Library Commission for December,* 1911. p.1-3.

Service is hampered in other ways: by that ten cent store variety of indifference on the part of desk attendants who are too absorbed in conversation or by the routine of desk work to attend to the demand of the public. Service is also hindered by that shunting of patrons from desk to desk, person to person, or even from floor to floor, which so often happens in large libraries. Some of it may be necessary, but if departments were more fully coordinated and if each worker knew a little more than her own individual nook, there would be less of the shunting which wastes so much time and is so discouraging to a different person. The same thing can happen in a very small library if there is not some arrangement whereby the librarian and her assistant know what each other has done in regard to individual reference problems, etc. We cannot always help the delay which comes when we have to borrow or order needed books. That is a problem by itself. Then there is the problem of impressing on all members of the staff the importance of a thorough knowledge of the library's resources. We have doubtless all been guilty of putting the least experienced worker at the desk while we attend to details which seem more important at the time than the public. Yet at these times important opportunities may be lost.

Finally friendliness is of paramount importance in gaining public confidence. The public mutilates library magazines, steals books and anything else that is loose, demands the impossible when on familiar terms, and otherwise misbehaves until we look upon it as a devouring monster to be guarded

against. But in reality that part of the public which is as yet unconverted to our ways is a timid and shrinking creature, fearful of displaying ignorance before a being with the prestige of learning. It is extremely sensitive to a cordial, friendly welcome as well as to that attitude which says as plainly as words, "Well, who in the dickens are you?" To most people the library is not an institution but a personality and is judged accordingly. An old library patron told me that she could forgive ignorance before she could indifference, coldness, or perfunctory service. She could tell many shocking tales of discourteous treatment but always ended by telling a very pleasant experience. On going to a certain Illinois library where the librarian was an old friend, she was greated with a nod and a smile by the librarian, who was very busy. When she went to the desk after the rush was over, she realized that the librarian had not recognized her when she first came in but that her cordial manner was habitual. She said to her friend, "That is the kind of welcome that makes people feel at home. It is no wonder that you are so loved in this town and that you have been able to secure such remarkable cooperation and support from various groups and interests."—*From "From the Other Side of the Charging Desk" by Harriett P. Turner, an address read before the Illinois Library Association, Rockford, October,* 1925. *Printed in the Proceedings. Supplement to Illinois Libraries for October,* 1925. p.126-9.

BUSINESS PRINCIPLES APPLIED TO LOAN WORK[1]

Mrs. DeLaughter in her report entitled "Reaching the Readers in War Time," printed in connection with the latest annual report of the St. Louis Public Library, says, "We must find the reader, show him what is his, and, following the psychology of efficient advertising, make him realize a want he knows not of." That expresses exactly the ideas I wish to present today.

I am going to plunge into the middle of the subject at once, and talk about showing the reader what is his, before I talk about finding the reader, for does not the merchant trim his windows before opening his store? Consider your own home library. How do you show the reader what is his, or in other words, how do you display your goods? Are you like the fast disappearing general store which deals in a little of everything, but whose clerks never know exactly where a thing is to be found or its exact price; or like the modern tea store that has a definite quantity of each article always in exactly the same place on the shelf and marked with conspicuous black and white price cards; or is there something of the gift shop about your library, with attractive goods, alluringly displayed, but with an atmosphere of selectiveness about the place that makes the average patron feel out of his element?

If a class of books is little used, do you put them where they will be out of the way and seldom seen, or do you try to make them pay their way by brightening them up with a little new material, by some attractive posters or by placing them between two classes that always draw the crowds? I do not wish to commercialize the library or sacrifice "atmosphere" to efficiency, but I feel sure that methods used by merchants to call the attention of customers to the contents of the store can be adapted to the library. We would not care to have a library run in imitation of any of the types of stores I have just mentioned, but if we could make our public feel as much at ease as the customers of the general store, and at the same time give them the prompt service of the tea store and the attractive surroundings of the gift shop we would have a library which would appeal to a much larger class of people than the average library does today.

Showing the reader what is his and making him realize a want he knows not of are very closely connected and would come under the term "merchandising," if we were considering a store instead of a library. Merchandising means, in the first place, well-trimmed windows that will draw the crowds or at least leave a favorable impression on the passer-by. How about the library? Has it the cold, barren look of a museum or storehouse, or have you already done something to the outside of the building and to the grounds to make them not only a place to point out to the relative from out of town, but a place to be visited and used? Next, merchandising means such a display of goods inside the

[1] "What Libraries Can Learn from Salesmanship," by Earl W. Browning, Librarian, Public Library, Peoria, Ill. Reprinted by permission from *New York Libraries,* November, 1918. p. 128-9.

store that the customer will be led from the front to the rear, upstairs and down, not in a vain search for some desired article, but in a pleasurable exploration of a succession of interesting offerings. Does this sound like a description of your library? Look at it with the eyes of a stranger. What is your first feeling upon entering? Could you as a stranger find the different departments without asking at the desk? Is everything guarded and shrouded in silence, or is there a spirit of freedom abroad, aided in its influence by helpful signs, groups of books, pamphlets and magazines, not too exactly arranged and so placed that they give the new patron something to look at while getting his bearings?

Merchandising would include the arrangements of the rooms in a library as well as the collections of books within those rooms. The merchant puts his cigar and tobacco counter near a door that the busy man may get his smoke without the necessity of travelling the whole length of the store. A rest room for patrons is often in a balcony where a bird's eye view of attractive goods appeals to the eye of the waiting patron. Dress goods are frequently so placed that to reach them the ladies must pass through the aisles where there are displayed all the latest designs in trimmings, laces, etc. The power of suggestion is practised openly. Study the wants and needs of your public and when they show an interest in any subject turn that interest to the profit of the library.

And now to find the reader. How? By advertising. But first realize that advertising means much more than printed words, no matter how carefully they are chosen or where they may appear. Everything that you or your staff do while on duty is good or bad advertising for the library. A pleasant voice over the telephone, impartial service at the loan desk, and a competent willing worker in the reference room are worth more than tons of printed advertising. We need printed advertising, but we must use business methods in planning it. Every printed sentence means an outlay of so many cents for space and of so much time spent by the public in reading it, which can be justified only by the results it produces. Make your advertisements brief and make their appeal to the class for whom they are intended. Too many library folders and bulletins are written entirely in one style, and that a style of intellectual limited appeal. You do not write the same kind of a letter to all your friends and yet you tell them all much the same class of news. Why not chat with the library readers, by means of your bulletins, as you would with your friends through your letter. Even your notices for overdue books may be so worded, not only as to leave no sting, but to awaken a new interest in the person addressed, in reducing the library losses.

I had the opportunity last winter of listening to a talk on business methods by a man who is doing a $500,000 retail business in a town of 1200 inhabitants. This man and his brother have built up their department store by first studying the everyday needs of the people nearest them and then, section by section, they have studied the needs of the counties of every side of them. County school teachers were paid to notify this firm of any contemplated expenditure of town money and of any unusual happening in their vicinity. Today not an engagement, marriage, birth, death, fire, cyclone or flood is allowed to take place within twenty miles of that store without an effort being made by that firm to turn that occurrence to their profit. This man had the right idea, that of knowing absolutely all that was going on in his vicinity and turning it to his profit, but may the day be far distant when our libraries sacrifice everything else for any one idea, as has this man sacrificed all that is worth while for the sake of the dollar.

No library can at once carry out all the suggestions that are being made today to bring together the book and the reader, but all can make a start, and when you have seen a patron, who a short time since was a stranger to your library, come in with a friend, take him to the catalog and show him how the thing works, or the open shelves and point out the class of books wanted; then you may know that you are finding the readers, and finding them through the best form of advertising, namely, satisfied patrons.

Our open shelves and many display racks and tables give us good opportunity for advertising,—that third element necessary in fitting the book to the reader. We have found advertising a necessity, because it is physically impossible to give personal attention to every borrower. Also many readers enjoy browsing among the books, and prefer to make their own selection. Then too, our crowded condition makes it desirable to send

our readers on their way as soon as possible, so that an arrangement, to some degree a "self-serve," is a distinct advantage.

Our aids in getting the right book into the hands of the right person without the medium of personal assistance have been displays, either on tables, or in racks, with posters which follow the advertising laws of: "attracting favorable attention, arousing interest, creating desire, stimulating favorable action, and making for permanent satisfaction." This last means care that the books accepted are what we claim for them.

Our captions are influenced by public demand, by the books which require advertising, and by timely movements such as humane or clean-up weeks. We seek to avoid both highbrow and undignified phraseology, and place the books *with the poster* so that the reader can easily make his own selection.

Our poster maker does rapid work with free hand drawing, and makes many attractive posters by framing pictures borrowed from the fine arts division, or by cutting out pleasing pictures, adding attractive backgrounds and suitable captions.

Keeping pace with the seasons, spring has suggested:

Lenten reading.
Business stories.
Best sellers of other days.
Read a poem a day.

Our home economics table displays:

Tempting bits for hasty meals.
Freshening up for spring.
The "something different" dish.
Delectable spring desserts.

In hot weather days, our posters will read:

Picnic lunches.
Recipes for hot days.
Frozen desserts and cooling beverages.

When the winds blow cold, we are glad to have:

Stories that cheer.
Tales of valor and romance. (This for historical novels)
Supernatural and ghost stories.

For the long winter evenings "Some great books of fiction" have called attention to the neglected books which belong to our educational background, the books we use as standards in judging newer books. Then there are: Gloom dispellers, "Type for tired eyes," and "Scenes and settings of the movies." (This display included both classed books and fiction).

"Books to help you make good in your business" circulates technical books, while the note, "Other books of this sort are at Desk 5," leads the reader to the technology division. "Travels from an easy chair" stimulates books of that class, and the additional notice "More of these at Desk 8" locates the travel collection. Similarly, "Some people worth knowing" and "Stories of other countries" are used for our small groups of biography and history.

Our most popular rack this year has been a miscellaneous classed rack for the hurried business man and the impatient woman under captions such as "Books you ought to read," Readable books on many subjects," "Books for your hobby," or "Books as interesting as fiction."

Books of fiction on the open shelf display racks have reviews, or even book cover notices pasted within the cover to aid the reader in making his own selection according to his taste. These are clipped from our own printed bulletin, THE OPEN SHELF, supplemented by publishers' notices, and are greatly appreciated by the public.

"Ladder lists" pasted in the first book lead the readers from one book to another, as for example: "If you like this book, read

Dumas. Three musketeers.
Count of Monte Cristo.
Dana. Two years before the mast.
Franck. Working my way around the world."

Again, "If you like this book, read:

Cather. Song of the lark.
My Antonia.
Tobenkin. Witte arrives.
Riis. The making of an American."

Or a series of:

Curwood. Nomads of the North.
Wallace. Ungava Bob.
Borup. Tenderfoot with Peary.
Wallace. Lure of the Labrador wild.

Rebound books, whose individuality is lost in the plain library binding are advertised by attractive book jackets on a swinging panel frame device which we call the winged frame. Non-essential parts of the book jacket are cut away, leaving only an attractive picture and an enticing publisher's note which we post beneath the cover. Near at hand stands ■

table upon which are placed the rebound editions labelled: "Books mentioned on the winged frame." Besides these book covers to stimulate the circulation of older titles, we advertise timely interests. Spring gardening books were boomed under the caption:

"Mary, Mary, brisk as a fairy,
How are your pinks and peas?"
"With hints that I took
From a library book,
They are flourishing
Fine as you pleas."

The literature division, anxious to increase the reading of contemporary poetry, has kept one section of the winged frame filled with choice bits of new verse, and with poetry book-covers. "Masters of fiction" has occupied a section, advertised by portraits and fine illustrations borrowed from the fine arts division. Our own printed lists are posted under the captions "Books worth reading," and lists from the bibliographies of other libraries have a section.

A close cooperation with the Cinema Club has been maintained as a phase of community work, so one section of the winged frame is devoted to a list of forthcoming scenarios approved by that body. Illustrations used in the taking of actual films have been posted, and have made that section very popular. The remainder of the frame is devoted to community announcements.—*From "Fitting the Book to the Reader," address by Bessie H. Kelsey, Cleveland Public Library, before the Lending Section of the A.L.A., Detroit,* 1922. *From the Detroit A.L.A. Proceedings.* (*A.L.A. Bulletin, July,* 1922. p.283.)

THE HYPHEN IN SUBJECT HEADINGS

By Minnie E. Sears, Editor, Standard Catalog Series

In working on the new edition of the List of Subject Headings for Small Libraries, the question of the use of the hyphen was given particular attention. On the surface it seems a small matter but consideration will show that it has considerable importance to catalogers using the List.

In the List the general rule has been to follow the Library of Congress practice, since to all interested in good cataloging there is no principle more important than that of following the Library of Congress practice as shown on its printed cards. In the first edition an exception was made in the matter of the hyphen. The Library of Congress rule, adopted about a quarter of a century ago, is to follow the Century dictionary, which hyphenates to the extreme—an old practice. We followed Webster's dictionary, which is sparing in its use of the hyphen and so is in accord with modern practice. Some examples of difference are Finger prints, New Year, Sewing machines, all hyphenated in the Library of Congress. The difference in the use of the hyphen in no way affects the filing, as both the hyphenated and unhyphenated words file in the same place in the catalog. When the decision to omit the hyphen was first made, we had to consider not only the fact that the hyphen is a bother but also that most small libraries have Webster's dictionary, while they may not have the Century, which is now out of print as well as somewhat out of date.

The question was whether to continue to follow the rule adopted in the first edition and omit the hyphen where possible, or to change to the Library of Congress practice. The one advantage in changing would be that conformity with Library of Congress would make it easier for the cataloger to use its cards. Every change from its practice means one more thing for the cataloger to look out for in using the cards. Before arriving at a decision, the editor consulted the Library of Congress authorities and a number of experienced teachers of cataloging, some of whom use the List as a text book.

The Library of Congress advised against following the Century now, especially as we had used Webster in the first edition, and advised keeping the hyphen in ambiguous cases only, as "the hyphen tends more and more to disappear." It is felt that the Library of Congress itself has too long followed the Century to make it advisable for it to change in the matter of the hyphen but that it would be simpler for small libraries to do away with the hyphen when possible. Experience there shows that even careful catalogers constantly forget the hyphen when using the Library of Congress headings.

With one exception, the cataloging teachers consulted strongly advised us to continue to

follow Webster and avoid the hyphen where possible. Realizing that in any case in a small library which uses our List and the Library of Congress cards, the headings on the cards would have to be checked by the List for abridgments and simplification, one of our advisers said that the cataloger "would always check the headings on the cards with your List and it ought to be simple enough just to follow form in the List, it seems to me."

The dissenting opinion was given by one who feels very strongly that it is a mistake to depart from the Library of Congress in the use of the hyphen, that changing this violates the principle that, when Library of Congress cards are used, to get the full benefit from them no changes should be made except to "simplify headings, collation, etc, by omissions." She holds that the principle of cooperation in this case demands that the hyphen be used exactly as Library of Congress uses it, without regard as to which usage is preferable.

Taking all of this into consideration, the decision was made to adhere to our rule of following Webster and avoiding the hyphen. Without minimizing in any way the very important principle of following Library of Congress practice, it seems to us, as well as to the majority of those consulted, that this is a case where common sense justifies us in making an exception to this general rule of following Library of Congress form. In this connection it is interesting to note that the Society of Pure English in 1921 issued a pamphlet on hyphens which says "The hyphen is not an ornament; it should never be placed between two words that do not require uniting and can do their work equally well separate." And again "The guiding principles will be: no hyphening of words that will do as well separate. . ."

BOOK NOTES FOR THE LIBRARIAN

BUYING LIST OF BOOKS FOR SMALL LIBRARIES. Compiled by Mildred H. Pope. 225p. pa. A.L.A. 1925.

There are about 1650 titles in this new edition of the list originally compiled by Zaidee Brown and revised by Caroline Webster. It was published by the University of the State of New York as Bulletin 831 and has been reprinted by the A.L.A.

CLASSIFICATION. By Corinne Bacon. (A.L.A. Manual of Library Economy. Chap. 18). rev. 37p. 35c. A.L.A. 1925.

A clear definition of the subject is followed by a historical introduction, giving various classifications and notes thereon. There are also rules for classifying and a section on book numbers.

Copies have been received of two additional numbers in the *Reading with a Purpose* Series (A.L.A.):

FRONTIERS OF KNOWLEDGE. By Jesse Lee Bennett. 49p. 50c., pa. 35c.

EARS TO HEAR: A GUIDE FOR MUSIC LOVERS. By Daniel Gregory Mason. 35p. 50c., pa. 35c.

Each pamphlet contains a brief introduction to the subject and a list of books to be read consecutively. Special prices are quoted on quantity orders.

Seventeen new subjects for reading courses in the "Reading with a Purpose" series are approved for publication by the Editorial Committee of the American Library Association meeting December 30-January 2 at the Drake Hotel, Chicago. The new subjects are: Citizenship, Recent U.S. History, Architecture (appreciation), the World's Religions, Contemporary European History, the Modern Drama, Modern Trends in Education, Geography, the Human Body and its Care, History in Fiction, Mental Hygiene, Modern Essays, Painting (appreciation), Recent English and American Poetry, Sculpture (appreciation), Six Immigrants, International Relations.

The Children's Department of the Carnegie Library of Pittsburgh has compiled a list of attractive inexpensive books for children; also, a selective list of children's books published during the past five years is included in the autumn issue of the *Quarterly Booklist* published by the Pratt Institute Free Library, Brooklyn.

The Public Library of Louisville, Ky. has prepared a series of book lists for use in the schools of Louisville and the surrounding county. They are issued under the title *Guide to Good Reading.*

The Value of the Company Library is the title of a pamphlet compiled by The Exhibit Committee of the Technology Group of the Special Libraries Association for the library exhibit held at the annual meeting of the American Gas Association at Atlantic City, N.J., October 12-16, 1925. Following an article on the value of the Company library, the major part of the booklet is taken up with a classified list of books suggested as first choice in organizing a practical gas company library.

A new journal devoted to the professional interests of business, agriculture, engineering and the social sciences has just been undertaken by the A. W. Shaw Company, Chicago under the title *Ex Libris*. The first number is dated November 1925. Reviews of recent business books is a special feature.

The Sioux City (Iowa) Public Library, among the first to establish library service in hospitals, has just issued an illustrated booklet containing letters of appreciation from the various hospital authorities of the service the Library is rendering to these institutions. The whole is an encouragement to other libraries to go and do likewise.

The reference department will be interested in an article by Louis N. Feipel of the Brooklyn Public Library, on American place names which appeared in *American Speech* for November, 1925. In it American geographical names are classified according to their origin and history. The article has been issued as a reprint.

Library Journal for January 1, 1926 contains a list of foreign library periodicals, listed by Mahlon K. Schnacke, and annotated to indicate their present, post-war status. The list is limited to some of the more important library periodicals published in Europe, omitting those of a single library, except the John Rylands Library Bulletin.

From Mexico has come recently a copy of the *Boletin de la Asociación de Bibliotecarios* Mexicanos (Volume I. No. 7. September 15, 1925). It is published monthly, foreign subscription rate, $3.50. The address of the Association is Apartado Postal 7976 B, Mexico, D.F.

Eugene Morel, in charge of the Department of Law of the Bibliothèque Nationale, and lecturer at the Paris Library School, in the "Catalogue de la Bibliothèque de Levallois-Perret," a municipal library catalog published under his direction, takes occasion to set forth in his preface the essentials of the "free public library" with due acknowledgment of their American origin. He mentions as essentials the lending department, reference and periodical rooms, children's room; the open shelf plan; special departments for music, architecture, sciences, for books for the blind; branches similarly organized; the use of the decimal classification, etc. The preface which is in fact a sketch of modern library development in France, mentions the recent growth of the French Library Association from 60 to 400 members, the impetus given by the libraries established under American auspices during and since the war, the Paris Library School and the rapidly growing demand for trained librarians which it is helping to supply.

DEBATE NEWS, 1925-1926

With the debating season in full swing, it may be of interest to record its activities, particularly so far as the subjects discussed are concerned. Below is a list of questions debated, concerning which information has reached us.

The outstanding question for debate this year is Child Labor. A survey of the field seems to show that the high schools tend to select questions that are tried and proved, that have been debated before and that have definite meanings and limits. In college activities there is a decided tendency toward new questions and those in the realm of speculative thought. *Resolved, That this House Pities its Grand Children* is perhaps an extreme case but *Self-determination, Government Restriction of Individual Liberty, War Should Be Declared by Direct Vote of the People* indicate an attempt to treat political and social problems of today in the light of their underlying principles and philosophy. This is in keeping with the gradual modification of debating practice, in college debating at

least, from the formal contest, where the victory was the thing, to a more natural thoughtful treatment of the subjects themselves, as indicated in Mr. Howe's article "Finding Debate Audiences," which appears elsewhere in this number of the Bulletin. Undoubtedly the repeated visits of Debating teams from Oxford and Cambridge to this country, with their more informal, yet more logical, handling of subjects in debate has contributed to this change.

For convenience of those who may consult the following subjects in choosing topics for their own debates, the list of debate books and other material we publish has been reprinted from our catalog on pages 510-12.

Child Labor—Pi Kappa Delta national question; Ohio College Conference; Indiana Intercollegiate Debate League; Kalamazoo, Mich. State Normal School versus other colleges; State High School Debating Leagues of Iowa, Kentucky, Minnesota, Michigan, Missouri; Oregon (district question), South Dakota, Texas, Washington and Wisconsin.

Complete Realignment of Political Forces is Necessary—Universities of Iowa vs. Minnesota and Illinois.

Compulsory Voting—State High School Debating League of Oklahoma.

County As Unit of School Administration—Indiana High School Discussion League.

Dawes Plan for Revision of Senate Rules—Duke University vs. North Carolina State College.

Direct Primary—State High School Debating Leagues of Virginia and Oregon (district question).

Federal Department of Education—Montana High School Debating League.

Free Text Books—Oregon High School Debating League.

Government Ownership of Coal Mines—Westminster vs. Muhlenberg College; Public schools of Pennsylvania.

Governmental Restriction of Individual Liberty—Western Reserve University.

This House Pities Its Grandchildren—Cambridge University vs. Kalamazoo State Normal College.

Japanese Exclusion—State High School Leagues of Colorado and Oregon (district question).

Net Income Tax—Arkansas High School Debating League.

Old Age Pensions—State High School Debating Leagues of Florida and Oregon (district question).

Permanent Court of International Justice—West Virginia High School Literary Contest; Oregon (district question); Arkansas College.

President's Cabinet in Congress—State High School Debating League of Nebraska.

Prohibition—Coe College, Kalamazoo State Normal School vs. other colleges.

Prohibition of Strikes in Public Service Industries by Law—University of Maine Debating League.

Self-Determination—Oxford vs. Princeton University.

A Separate Department of Aviation as Part of Our National Defense—Norman Institute; Jefferson High School, Los Angeles.

States Rights—North Dakota High School Debating League.

Subsidy For Commercial Aviation—Bluffton College. Oratorical Association.

U. S. Recognition of Russia—Michigan State Debating League; Oxford vs. Columbia University; Kalamazoo State Normal School vs. other colleges.

War Should be Declared by Direct Vote of the People—Harvard vs. University of Southern California; Brigham Young University; Alhambra High School.

Other questions of which notice was received are Minimum wage; A political solid South is opposed to the best interests of those states; Severance tax; National defense, including Aviation; Marriage and divorce law; Monroe doctrine; Federal subsidies to states; University Regents should accept all unconditional gifts from corporate foundations or organizations of like character; Present reduction of federal taxes is inexpedient.

FINDING DEBATE AUDIENCES[1]

By RAYMOND F. HOWES, University of Pittsburgh

In several of the Public Speaking rooms at Cornell University hang pictures of former debate teams. There are some recent groups, of course, but the most intriguing are those which depict strangely mature young gentlemen of twenty or thirty years ago, their bewhiskered faces set stiffly atop high collars and wide flowing ties. Some are now financiers, professors, judges; others have passed into obscurity, leaving hardly a trace; but around the exploits of their undergraduate days hang romantic tales. Old timers on the faculty recall how this or that orator used to bring thunderous applause from assembled thousands as he turned what seemed certain defeat into glorious victory. They remember those golden days, now long past, when the Old Armory was packed to the rafters with cheering throngs, all in evening clothes; and one or two even retain memories of torchlight processions to welcome teams returning from battles on alien fields.

Those days are gone forever. Only on rare occasions, such as contests with Oxford or Cambridge, do audiences, at least in this part of the country, reach similar proportions. Far more typical of present day conditions in the east was a debate I heard in Maine last year, attended by less than eighty persons. A recent contest held near Philadelphia drew approximately forty, and at one in New York state not long ago, the net receipts from twenty-five cent tickets were less than five dollars. The foregoing debates were held on the home platforms of colleges situated in small towns, but institutions like the University of Pittsburgh, with the whole city from which to draw, seem to fare little better. At ordinary debates a crowd of three hundred is a rarity. Audiences of from sixty to two hundred are far more frequent.

This situation, which, from all the reports I can gather, is rather general, is the product of a number of causes, but all of them are fundamentally related to the question: Is debating a game? Certainly twenty years ago it was so considered. The chief issue then was whether Yale or Princeton should triumph by the vote of the judges; the reaction of the audience to the question for debate was distinctly a minor consideration. It is only natural, therefore, that with the phenomenal growth of interest in athletics much of the enthusiasm for debating as a sport should disappear. Considered merely as a game, debating is undeniably less thrilling than football or basketball. Consequently those undergraduates who think primarily in terms of victories for the home team (among whom we must, if we are candid, include a large majority of modern American students) have gravitated from the forum to the stadium.

There can be little doubt that this tendency has increased in the past few years by the changes in American debating itself, changes brought about to a large extent by the adoption of English methods, and, what is vastly more important, the English attitude. Gradually, but nevertheless surely, debating is losing the characteristics of a game. The emphasis is shifting. The decision is becoming less and less important, the question for debate more and more the dominant interest. Audiences are being asked to decide questions on their merits; speakers from one institution debate on the same team with men from another, against a like combination; the open forum is rapidly growing in popularity; and several colleges have come to prefer no decision at all. That this attitude is, in the east, the rule rather than the exception is indicated by the fact that Bates college, which holds to the old tradition, has attracted so much attention. The pride of Bates in its long string of victories seems almost prehistoric, like the tomb of King Tut, and gains publicity for much the same reason. There is also plenty of evidence that western schools are rapidly adopting the newer attitude. To quote a debate coach at Iowa State college, "There is some tendency here to get away entirely from the 'decision-victory' complex, which is soothing."

Such a tendency is more than soothing; it is admirable in every way. Old debate strategems, such as holding the main point in the argument until the final rebuttal speech, which, as the author of one text puts it, "are often regarded as the meanest of tricks, but frequently lead to unexpected victories," are going out of style. Again, more students are being given a chance to debate. Institutions which have accepted this new idea of the function of debating no longer pick one crack

[1] Reprinted by permission from the *Quarterly Journal of Speech Education* for November, 1925. p. 364-8.

team of three men to do all the speaking for the season. One large eastern university last year selected fourteen men for teams at a single tryout; more than twenty different speakers have represented the University of Pittsburgh this season, at least half of whom had never appeared in varsity contests before. Such a system furthers to the highest degree the fundamental aims of debating: to present a sincere, fair case, and to train as many students as possible in argumentation.

The unfortunate fact remains, however, that as this method develops, student audiences inevitably drop away. Appeals to school spirit usually have little effect. It does not solve the problem merely to say that audiences are not essential, nor does it add to the popularity of debating to make undergraduate attendance compulsory. If the primary consideration in an intercollegiate debate is the presentation of the question discussed, it is simple logic that the discussion fails of its purpose if practically unheard. And on the other hand students who are compelled to listen "for their own good" rarely benefit either the occasion or themselves.

The solution of the difficulty, it seems to me, lies in an entirely different direction. When the mountain failed to come to Mohammed, Mohammed, showing rare common sense, went to the mountain. If collegiate audiences fail to come to debates, why not take the debates to other audiences? If, as is usually the case, the question to be discussed is an important social, economic, or political issue, why not debate it before voters, to whom the information received will be of real value? In every city in the country there are social organizations, Chambers of Commerce, luncheon clubs, and political clubs which would be glad to have their members and friends thus enlightened, and frequently a high school in a town where there is no university jumps at the chance to hold an intercollegiate contest. There can be no doubt that a debate manager sincerely desirous of finding an audience outside his own college town can do so with comparative ease.

That this plan is practicable is attested by the fact that it is now in use in various forms in many parts of the country. One of the most illuminating notes in the February number of *The Quarterly Journal* was that from Albion college, in which Mr. Ewbank described what he rightly called "some constructive work in practical debating." It was no mere chance that brought five hundred people to hear an open forum discussion of an amendment to the Michigan state constitution. The debaters of Albion not only chose a subject of interest to the people of that state, but took their discussions to places where those people naturally assemble. From a brief conversation with several Western Reserve debaters not long ago, I gathered the information that discussions such as these held before clubs and other public assemblies in various places near Cleveland, constitute a well developed part of that institution's debating activity. Doubtless few other schools have organized this phase so fully, but debates on neutral ground are frequent throughout the country, and usually, if I am not misinformed, attract audiences of more than ordinary size.

At Pittsburgh this year we have held three debates in accordance with this plan, and all were eminently successful. One team met Colgate at Scranton, Pa., before a large crowd. The debate was managed by a high school which had the active cooperation of the alumni organizations of both institutions. On another occasion two teams from this university discussed a dominant campaign issue before a men's club in an outlying church. The enthusiasm aroused by that discussion is difficult to describe. It inspired several of the members of the club to make speeches afterward, in which gratitude for the information received and praise of higher education were expressed in glowing terms. It developed later that more than half the members of the club, who had opposed the entire LaFollette platform merely because of ignorance of its content, had definitely modified their opinions on at least one point, and had decided to investigate the merits of other points before rendering a sweeping decision. In much the same way teams representing the University of West Virginia and the University of Pittsburgh met this winter in the Westinghouse plant at East Pittsburgh. The subject was the proposal that Congress should have the power, by a two-thirds vote, to override decisions of the Supreme Court involving the constitutionality of federal statutes, a subject which made a distinct appeal to the Westinghouse employes, many of whom were LaFollette supporters. The hall was packed, and the response to the points made by both teams was enthusiastic.

Such a plan, then, is certainly practical and worth while. Not only has it all the advan-

tages to be derived from the usual system of holding all the contests in a given hall on the campus: not only does it give valuable training to a large number of debaters, and shift the emphasis from the "decision-victory" complex to the higher ideal of presenting a fair, accurate, able discussion of the question at issue; it has the further merit that it brings questions of national importance to the attention of voters who, if they would guide the affairs of the nation intelligently, must be supplied with information about those affairs. If the Child Labor Amendment, the World Court, the League Protocol, had been debated fairly and openly before audiences of voters over the country, would the public sentiment have been the same toward them? The answer is problematical, but it is interesting to speculate. At all events it is clear that intercollegiate debates could be made a mighty force in American public life if they could reach enough people. Here is a real opportunity for service, a call to duty which American debating has too long neglected, but which, if it is to live up to its high tradition, it cannot further ignore.

DEVELOPMENT OF PACKAGE LIBRARY SERVICE IN COLLEGES AND UNIVERSITIES IN THE UNITED STATES

By ALMERE SCOTT, Extension Division, University of Wisconsin

This digest was included in an address on the above topic given by Miss Scott before the Round Table University Library Extension Service, at Seattle, July 9th, and is based on the data received in answer to letters and requests sent out by Miss Scott to obtain the necessary information, and, as its author warns us, is not necessarily complete. The complete address is printed in the A.L.A. Proceedings of the Seattle Conference (A.L.A. Bull. July, 1925, p.333-9).

State	Date	Functioning Agent	Service to
Alabama,	1921	University Extension	Debaters, women's study clubs—corresponding study students.
Arizona,	1913	University Library	Debaters, teachers, school officials, women's study groups, correspondence study students.
Arkansas,	1919	University Extension	Debaters, discussion groups, public speakers.
Colorado,	1912	University Extension	Debaters, discussion groups, public speakers, women's study clubs, parent teacher associations, civic clubs.
Delaware,	1915	University Library	Teachers and school officials.
Florida,	1921	University Extension	Debaters, discussion groups, women's study clubs, teachers and schools.
Georgia,	1911	University Library	High School debaters, teachers and schools.
Indiana,	1914	University Extension	Debaters, discussion groups, schools, women's study clubs, dramatic groups, parent teachers associations and other organized groups.
Iowa		Iowa State College Library	Technical information, especially.
		Iowa University	No report, except, service in process of reorganization.
Kansas,	1910	University Extension	Debaters, public speakers, dramatic groups, schools women's study clubs.
Kansas,	1913	State Teachers College Library	Debaters, discussion groups, schools, teachers and women's study clubs.

Kentucky, 1924	University Extension	Women's study clubs, especially. Extension of service planned.
Louisiana, 1925	University Extension	Just established—extension of service outlined.
Massachusetts	Agricultural College	Rural population especially.
Michigan, 1916	University Library	Debaters, discussion groups, women's study clubs, social workers, librarians, nurses, parent teacher's associations, and other organized groups.
Mississippi, 1917	Extension of College of Agriculture	Debaters, discussion groups, women's study clubs, schools.
Missouri, 1913	University Library	Debaters, discussion groups, correspondence study.
Montana, 1915	University Library	Debaters, discussion groups, correspondence study, women's study clubs, graduate students, schools.
Nebraska, 1917	University Library	Debaters, public speakers, discussion groups, correspondence study, dramatic circles.
Nevada, 1907	University Library	Books and magazines.
New Mexico, 1922	University Library	Debaters, discussion groups, schools, teachers, women's study clubs.
North Carolina, 1913	University Extension	Debaters, discussion groups, schools, women's study clubs.
North Dakota	University Extension and University Library	Debaters, discussion groups, schools, women's study clubs.
Oklahoma, 1918	University Extension	Debaters, discussion groups, dramatic clubs, schools, specialized service to physicians planned.
Oregon	University Library	Debaters, discussion groups, schools, public speakers, study clubs.
South Carolina, 1924	University Extension	Debaters, discussion groups, schools, public speakers, dramatic circles, study clubs.
South Dakota, 1919	University Extension	Debaters, discussion groups, schools, public speakers, dramatic circles, study clubs.
Tennessee, 1924	University Extension	Debaters, discussion groups, public speakers, dramatic circles, specialized service to classical teachers, schools.
Texas, 1914	University Extension	General service—plans for extensive development.
Utah, 1925	University Extension	Debaters, discussion groups, schools, study clubs and professions.
Virginia, 1923	University Extension	Debaters, general service.
Washington, 1916	State College Library	Debaters, discussion groups, dramatic circles, schools, study clubs, professions.
West Virginia, 1923	University Extension	Debaters, discussion groups, dramatic circles, teachers,
Wisconsin, 1906	University Extension	schools, specialized service to physicians, social workers teachers, correspondence study students.
Wyoming, 1916	University Library	Chiefly books.

NOTES AND NEWS

As on previous occasions, The Library School of The New York Public Library plans this year to throw open to auditors certain courses which may be of interest to persons engaged in special library work. Two are now offered, one in Special Library Work and one in the Literature of Economics.

The course in Special Library Work to be held Thursdays at 5:30 p.m., is for the most part under the direction of Linda H. Morley, Librarian of the Business Branch of the Newark Free Library. Lectures will be given also by Miss Bradley, Librarian of the Metropolitan Life Insurance Co., Mr. W. L. Powlinson, Librarian of the National Automobile Chamber of Commerce, and Miss Claribel R. Barnett, Librarian, U. S. Department of Agriculture.

Most of the lectures in the course in Literature of Economics, on Tuesdays at 4:30 p.m., will be given by Dr. Willard L. Thorp, of the National Bureau of Economic Research. Other lecturers are Miss Marguerite Burnett, Librarian of the Federal Reserve Bank, Miss Anna M. Michenener, Statistical Dept., National Bank of Commerce, and Miss Eunice Miller, of the Economics Division, N. Y. Public Library.

Fee for each course is $5, payable in advance. Registration must be received by January 31.

Summer Institute for Instructors in Library Science

Courses in Library Science Education will be offered at the University of Chicago, July 29-September 3, 1926, during the second half of the summer quarter. *Sydney Bancroft Mitchell,* M.A., Associate Professor of Library Science and Chairman of the Department, University of California, will be in charge. Other officers of instruction are: *Werrett Wallace Charters,* Ph.D., Professor of Education, University of Chicago, and Director of the Curriculum Study for the American Library Association; *William Fletcher Russell,* Ph.D., Professor of Education, Columbia University, Associate Director of the International Institute of Teachers College, and Educational Adviser to the American Library Association; *Giles Murrel Ruch,* Ph.D., Associate Professor of Psychology and Education, State University of Iowa.

Three courses are to be offered: Problems in Education for Librarianship, Problems in the Teaching of Library Science, and Principles of Educational Psychology Applied to Education for Librarianship.

They are planned for students who are familiar with the subject matter of library science and who are or intend to be teachers of the subject. They are designed to meet the needs of (1) teachers in library schools; (2) teachers of library training classes; (3) teachers of library science courses in colleges and universities, in teachers colleges and normal schools, in high schools and in summer sessions; and (4) inexperienced teachers under appointment to similar positions. The matriculation fee is $10.00.

National Drama Week will be observed February 14-20. Wednesday of that week is to be "Drama Books, Magazines and Libraries Day," and the projects and topics suggested by the Drama League of America are: Drama books in every library, Read a play before you see it, More publicity for drama and the theatre, Special drama shelves in every library, Every good play in book form, Talks on drama in the libraries and book stores, Drama book lists from all the publishers, Drama bulletin boards in every library and bookshop, Drama articles and plays in every magazine.

Publications which libraries will find useful in their plans for Drama Week are:

Plays for children by Alice I. Hazeltine, an annotated index, giving also lists of plays suitable for special days and special occasions. ($1.50 A.L.A.)

Viewpoints in modern drama by F. K. W. Drury, which characterizes and gives complete acting information on 368 plays. ($1.25; heavy paper, 75c. A.L.A.)

Index to One-Act Plays by Logasa and Ver Nooy, covering over 5000 plays in English published since 1900. ($6 Faxon.)

Plays for Children by Kate Oglebay, listing plays for children, with much information on costumes, scenery, plays for special occasions, etc. (pa. 50c. Wilson.)

Plays for Amateurs by S. M. Tucker, containing lists of one-act plays for men and women, plays for men, plays for women, long plays, many suitable for high school use. (pa. 60c. Wilson.)

One Hundred Plays for Outdoor Theatres by S. T. Floyd, a list of both long and short plays with information for acting. (29p. 60c Wilson.)

Beginning with January, 1926 (Volume 31) *Public Libraries* changes its name to *Libraries,* and appears in a new cover. The change has been made, the publishers say, because the old name, assigned on establishment of the magazine in 1896 when there was little if any organized effort to assist the many public libraries just then coming into existence, no longer sufficiently designates the field covered by the publication.

New Year's greetings were received from Siao-Yuen Li, of the University of Nanking Library, in the form of a bilingual calendar, printed under his direction with quotations from Chinese sources on "Books and Reading." Mr. Li was formerly a student at the New York State Library School.

Through the cooperation of the A.L.A.'s Committee on Work with the Blind, a list of all books available in Braille, grade 1½, now appears from time to time in the Ziegler Magazine, an embossed periodical which is sent free to the blind in this country. This list compiled in pamphlet form and embossed in Braille may be had from the Ziegler Magazine Office, 250 West 54 Street, New York City, upon request. It is the first time that such information has been given systematically to those who use embossed books and thanks are due to the editor, Mr. W. G. Holmes, for the valuable space allotted in his magazine.

Through a very special offer one hundred libraries are given an opportunity to purchase *The new atlas and commercial gazetteer of China,* second edition, for $40 a copy. Fifty libraries may purchase *The far eastern products manual* at the same price. Both these volumes, which have been sold at $100 each, are of the greatest value in cities where there is a special interest in China, its geography, topography and resources, and are known as standard works. While the statistical information in the *Atlas* is of 1916, the maps (which are bilingual) are invaluable. The *Manual* is dated 1921. When these copies have been sold no more will be available. Orders should be sent to Clarence Ebey, 5455 Buena Vista Ave., Oakland, California.

(Continued on inside front cover)

THE UNITED STATES CATALOG

Books in Print, January 1, 1927

A complete new catalog of American Books in Print is now under way, to be issued sometime in 1928. This will contain a record of books in print on January 1, 1927, and will stand as the foundation volume of a new series, to replace the United States Catalog Books in Print 1912 and its supplements, now nearly out of print. It will be supplemented by bound cumulations of the Cumulative Book Index as heretofore—the first to be an annual volume covering American books published January to December, 1927.

Change in Plan of Publishing the Cumulative Book Index and the Readers' Guide

In order that the new United States Catalog may be out in good time it was necessary to release the type for preceding annuals by January 1, 1927. Accordingly it was decided to publish a ten-months number of the Index in May, 1926, and make the December number an eighteen-months bound annual volume, covering books published from July, 1925, to December, 1926. Future annuals and cumulated volumes will be published in December rather than at mid-year as formerly.

Since large bound volumes of the Readers' Guide and Cumulative Book Index cannot both be published at the same time of year without grave congestion in our Manufacturing Department, it has been decided to bring out the cumulative volumes of the Readers' Guide at mid-year hereafter instead of at the end of the year.

Accordingly, the 1925 annual volume now going out to subscribers will be in paper covers, and will be superseded in mid-summer by an eighteen-months volume bound, complete in one alphabet for January, 1925 to June, 1926. For particulars of cumulation of smaller issues of both the Guide and Cumulative Book Index, see the new time-table, in issues now being mailed.

Replies to a questionnaire submitted to a number of libraries shows the plan to be approved in the ratio of nine to one. It will be an advantage, so far as users of the Cumulative Book Index are concerned, since many calls for books are by year of publication, and it is a convenience to find all the books of one year in one volume. In the case of the Guide the change not only works comparatively little inconvenience since the majority of requests for articles in the Guide are by subject or author, rather than by year, but it also makes possible the editing and printing of large volumes during the vacation season when the resulting delay is less serious than during the busy winter months.

NOTES AND NEWS OF WILSON COMPANY PUBLICATIONS

Song Index

Letters recently received indicate that libraries are eagerly waiting for the Song Index, and expect to find in it a valuable tool for reference work in this field. One library writes "Am looking forward eagerly to your finished product as I know of nothing that would be more useful in an art department—unless it be a picture index—and this has already been undertaken." Another library says "We are intensely interested in the Song Index and wish to do our share to help the cause." From another we have "The thought of actually having such an index to use fills us all with joy. We are just about as interested in the date of publication of the index as we are in the date of moving into our new library building." We hope that all expectations will be realized when the Index is completed and ready for use.

Librarians of small school and public libraries who find the new Children's Catalog of 4100 titles too extensive for their use, are reminded that an edition of 1200 titles was also published at the same time, which includes all those juveniles which form the basis of any good collection of children's books. It is also bound in red buckram and the price is $3. The suggestion has been made that small libraries test the use of this 1200-title Catalog with a view to discontinuing "the time-consuming work of keeping up a children's card catalog."

Volume III in the new edition of the Meyer's Lexikon is now ready. It covers the alphabet from Conti to Engmaeuler and sells for $8.50 postpaid from New York.

Also see announcement of the new edition of Index Generalis and Almanach de Gotha on p. 509.

We have a complete set of the Lorenz Catalog de la Librairie Française for sale in half-morocco, new. See particulars on p. 512.

Supplement to the September, 1925, Catalog of the Wilson Company Publications

See Wilson Bulletin for September, 1925.

Professional Education for Librarianship. By Tse-Chien Tai. x,259p. $2.25.

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